

Arizona State Board of Education
Information Packet
Arizona LEARNS 2003
August 25, 2003

On August 25, 2003, the Arizona Department of Education will present to the Arizona State Board of Education (Board) proposed modifications to the Achievement Profile methodology. This methodology will be applied to Arizona public schools, including charter schools, in order to determine school classifications by October 15, 2003 as required in A.R.S. §15-241 (Arizona LEARNS).

The purpose of this document is to inform the Board of all necessary decisions required to adopt the modifications made to the Achievement Profile. This document includes a summary of the action items before the Board necessary to implement the Achievement Profiles.

As mandated by A.R.S. §15-241, the Achievement Profile was developed according to a research-based methodology by the Arizona Department of Education (ADE) and members of the education community. All modifications to the Achievement Profile follow this principle. Upon adoption by the Board, the ADE will produce a technical report detailing the Achievement Profile methodology, including specific formulas and supporting documentation.

I. Administrative Policies

- A. Schools receiving Adequate Yearly Progress designations with alternate methodology
- B. Schools not receiving an AZ LEARNS Achievement Profile on October 15, 2003
- C. Schools receiving an AZ LEARNS Achievement Profile on October 15, 2003 with alternate methodology
- D. Missing Data Policy

A. Schools receiving Adequate Yearly Progress designations with alternate methodology

1. K-2 schools- defined as a school serving grades kindergarten through second grade, or any combination of these grades. According to current data available Arizona has 51 schools educating students from preK-K-2 grade.

The ADE recommends to the Board that for the purposes of Adequate Yearly Progress (AYP) designations K-2 schools should be evaluated based on student performance on the SAT 9 as well as attendance rate. While the No Child Left Behind Act (NCLB) generally prohibits the use of norm-referenced assessments

the U.S. Department of Education has made exceptions to this rule when criterion-referenced assessments are not available, as in this case. Therefore, the U.S. Department of Education will allow Arizona to use results from the SAT 9 to evaluate K-2 schools.

The ADE recommends that K-2 schools be evaluated based on the percentage of students scoring at or above the 50th percentile on the SAT 9, providing the school meets the minimum number of students for evaluation (30).

- a. The 50th percentile represents the national average and will serve as the proficiency expectation for AYP determinations.
- b. The ADE will utilize 2002 SAT 9 scores as a baseline measure for all schools, utilizing the NCLB methodology for setting a proficiency expectation, the ADE will determine whether each school meets the proficiency expectation.
- c. K-2 schools are expected to increase the percent meeting the 50th percentile threshold by 1 % each year.
- d. K-2 schools will be evaluated based on aggregate scores for reading and mathematics- disaggregated groups will not be evaluated.

Additionally, K-2 schools will be evaluated for the additional indicator required for all elementary schools, attendance. The Arizona Department of Education recommends that the threshold and expected rate of gain for this indicator be set at:

- a. Threshold: 94% attendance
- Or
- b. Expected gain: 1% increase annually

BOARD ACTION:

A.1. The Arizona Department of Education recommends that the Board adopt the Adequate Yearly Progress (AYP) methodology for K-2 schools as described above.

2. K-1 schools- defined as serving students from grades kindergarten through first, or any combination of these grades must also be evaluated for AYP according to the No Child Left Behind Act.

The ADE recommends to the Board that for purposes of AYP designations these schools be evaluated based on a comprehensive site visit. The ADE must still develop an evaluation rubric for K-1 schools; develop capacity within Research and Policy to evaluate each K-1 school and provide final AYP determinations. The ADE estimates that K-1 schools will receive an AYP determination for the first time in 2004.

BOARD ACTION:

A.2. The Arizona Department of Education recommends that the Board adopt the Adequate Yearly Progress (AYP) methodology for K-1 schools as described above.

- 3. Extremely small schools** – defined as schools with less than 100 students ADM in the baseline year (2001-2002) and less than 30 students in more than 1/3 of its subject/grade values.

The ADE recommends that AYP determinations for extremely small schools be based on aggregate data for the subjects and grades assessed (reading and mathematics).

- a. For AMO calculations, all of the students in the school will be evaluated at the subject level, rather than grade level to make valid and reliable AYP determinations.
- b. For AMO calculations, disaggregated groups will not be evaluated.
- c. The ADE will make AMO determinations based on a 99% confidence level to ensure statistical validity.
- d. AYP additional indicators will be evaluated based on the following criteria:
 - i. The ADE will not evaluate subjects/grades that do not meet the minimum number required for evaluation.
 - ii. The ADE will not evaluate disaggregated groups.
 - iii. The ADE will evaluate attendance rate and graduation rate for extremely small schools based on the same criteria established by the Board for all other schools.

BOARD ACTION:

A.3. The Arizona Department of Education recommends that the Board adopt the Adequate Yearly Progress (AYP) methodology for extremely small schools as described above.

B. Schools Not Receiving an AZ LEARNS Achievement Profile on October 15, 2003

1. **Extremely small schools** – defined as schools that average less than 100 students ADM in the baseline years (2000/2001) and less than 30 students in more than 1/3 of its subject/grade values.

The ADE recommends to the Board that for purposes of AZ LEARNS Achievement Profiles these schools be evaluated based on a comprehensive site visit. The ADE must still develop an evaluation rubric for extremely small schools; develop capacity within Research and Policy to evaluate each extremely small school and provide final AZ LEARNS determinations. The ADE estimates that extremely small schools will receive an AZ LEARNS Achievement Profile for the first time in 2004.

BOARD ACTION:

- B.1. The Arizona Department of Education recommends that the Board adopt the AZ LEARNS Achievement Profile methodology for extremely small schools as outlined above.
2. **K-2 schools-** defined as a school serving grades kindergarten through second grade, or any combination of these grades. According to current data available Arizona has 51 schools educating students from preK-K-2 grade.

The ADE recommends to the Board that for purposes of AZ LEARNS Achievement Profile designations these schools be evaluated based on a comprehensive site visit. The ADE must still develop an evaluation rubric for K-2 schools; develop capacity within Research and Policy to evaluate each K-2 school and provide final AZ LEARNS Achievement Profile. The ADE estimates that K-2 schools will receive an AZ LEARNS Achievement Profile for the first time in 2004.

BOARD ACTION:

- B.2. The Arizona Department of Education recommends that the Board adopt the AZ LEARNS Achievement Profile methodology for K-2 schools as outlined above.
- C. Schools Receiving an AZ LEARNS Achievement Profile on October 15, 2003 with alternate methodology
- 1. New schools** – defined as schools that opened for the first time after Summer 2000. The ADE recommends that the State Board adopt option 1 below. A second option is provided for the Board as an alternative.
- Option 1: Once a school has been operational for three (3) test administrations, the school will receive an achievement profile utilizing the updated formula changes passed by the Board during 2003, with the exception of a one-year baseline analysis rather than a two-year baseline analysis. The new school will be evaluated based on three years of data; a school must only have one (1) overlapping year of test data to be evaluated for an Achievement Profile.

Example: School A opened in 2001 and is still currently in operation.
Baseline grouping AIMS data (single year)- 2001
Growth point grouping AIMS data (three year average)- 2001, 2002, 2003

Option 2: Once a school has been operational for four (4) test administrations, the school will receive an achievement profile utilizing the updated formula changes passed by the Board during 2003. The new school will be evaluated based on four years of data; a school must only have one (1) overlapping year of test data to be evaluated for an Achievement Profile.

Example: School B opened in 2001 and is still currently in operation.
Baseline grouping AIMS data (two year average)- 2001 and 2002
Growth point grouping AIMS data (three year average)- 2002, 2003, 2004

BOARD ACTION:

B.1. The Arizona Department of Education recommends that the Board adopt the calculation of the Achievement Profile for new schools (*Option 1*) as outlined above.

Or

The Arizona Department of Education recommends that the Board adopt the calculation of the Achievement Profile for new schools (*Option 2*) as outlined above.

D. Missing Data Policy

1. A school that has not provided the necessary data for any subject/grade combination shall receive a subject/grade value of zero (0) for that subject/grade combination the first year it is missing data.

In future calculations of the Achievement Profile, which contain the missing year previously counted as 0-MD, the Arizona Department of Education will apply the following rules by subject/grade combination:

If a school has one (1) year of missing baseline data, its baseline will be calculated using the single year of baseline data it does have.

If a school has two (2) years of missing baseline data it receives a 0. Growth points are calculated from a baseline of zero, but the school can only receive 30 percent weight for the growth point grouping. The baseline grouping reflecting the 0 must be counted as 70 percent weight.

If a school has one (1) year of the required data missing for the calculation of growth points, its growth points are calculated using two years of data (rather than three years of data).

If a school is missing two (2) or more years of data required for the calculation of growth points, it receives a 0.

BOARD ACTION:

D.1. The Arizona Department of Education recommends that the Board adopt the rules for evaluating missing data in the Achievement Profile calculation as outlined above.